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ABSTRACT

A national fact-finding study on the education of American Indians, with financing under the Basic Research Program of the U. S. Office of Education, resulted from the National Research Conference on Indian Education held at Pennsylvania State University in May of 1967. Indians were involved in planning of the study, and Indian personnel were employed in field work and analysis of data. The 2 basic aspects of the study were an extensive survey to summarize the present status of American Indian education and an intensive field study of educational systems of 25 to 30 communities. In addition, 3 self-studies of educational needs and problems made by Indian communities and data from previous research studies were included. The field study was performed by research teams located in 6 universities and consisted of collecting information on students and schools by observation of the school and its relation to the community and by interviews with students, parents, teachers, and community leaders. Social-psychological questionnaires were also administered to students and teachers. Six series of papers and monographs will result from the study. (JH)

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THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

Series IV No. 1 DESIGN OF THE STUDY

OEC-0-8-080147-2805

April, 1970

Robert J. Havighurst, Director
Professor of Education
and Human Development
The University of Chicago

RC004345

NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

The attached paper is one of a number which make up the Final Report of the National Study of American Indian Education.

This Study was conducted in 1968-69-70 with the aid of a grant from the United States Office of Education, OEC-0-8-080147-2805.

The Final Report consists of five Series of Papers:

I. Community Backgrounds of Education in the Communities Which Have Been Studied.

II. The Education of Indians in Urban Centers.

III. Assorted Papers on Indian Education--mainly technical papers of a research nature.

IV. The Education of American Indians--Substantive Papers.

V. A Survey of the Education of American Indians.

The Final Report Series will be available from the ERIC Document Reproduction Service after they have been announced in Research in Education. They will become available commencing in August, 1970, and the Series will be completed by the end of 1970.

DESIGN OF THE STUDY

Social scientists have been officially asked to study the education of American Indians several times during the past 45 years. The first major study, made under the direction of Mr. Lewis Meriam at the request of the Secretary of the Interior, was commenced in 1926 and the report was published in 1928. Since that time a number of studies of Indian children and youth have been made by anthropologists, sociologists and psychologists. Most of them have been done on the private initiative of individual scholars or university departments, but some have been made by researchers on the staff of the Bureau of Indian Affairs and some have been commissioned and paid for by the Bureau of Indian Affairs or the United States Office of Education.

When the 1926-28 study was made by W. Carson Ryan, Professor of Education at Swarthmore College, and Mary Louise Mark, Professor of Sociology at Ohio State University, the Census indicated that there were 325,000 Indians in the country, plus some 25,000 Eskimos in Alaska. The officially estimated birthrate in 1925 for Indiams was 31.5 per 1000 population, against a death rate of 25.6, thus supporting a natural increase at the rate of 0.6 percent per year. There were approximately 69,000 Indian children and youth in school, and a large and unknown number not in school.

By 1967 the birth rate for Indians had gone up to 37.4 per 1000, and the death rate had gone down to approximately 13 per 1000. Thus the rate of natural increase was more than 2 percent a year, and the Indians were the fastest-growing ethnic group in the country. The Indian population was almost twice what it had been 40 years earlier, and the number of Indian children and youth in school was approximately 150,000.

Meanwhile the administration of the schools attended by Indian students had changed, due to a government policy of reducing the educational responsibility of the Bureau of Indian Affairs. Approximately 63 percent of Indian students are now in public schools, operated by local district or county school boards. Some 31 percent are in schools operated by the Bureau of Indian Affairs, and about 6 percent are in mission schools.

Substantial changes in the administration of Indian affairs and in the education of Indian children and youth followed the Meriam Report. Another less extensive evaluation was made in the latter part of the 1940's under Willard Beatty, Director of Education for the BIA. Changes in the educational system for Indians were made during the 1950's. The effect of these changes was to increase the proportion of Indian youth in school, and to increase the proportions of Indians in public schools.

By the mid-60's, there was a growing interest in the problems of disadvantaged minority groups, and it was natural for attention to be turned again to the state of Indian education. The call for the present study came from the National Research Conference on Indian Education, held at the Pennsylvania State University, May 24-27, 1967. This Conference was orgainzed

by the Society for the Study of Social Problems, together with Pennsylvania State University, with Herbert Aurbach of the University as Project Director. Financial support was given by the U.S. Office of Education through its Research Branch, Division of Elementary and Secondary Education. Staff members Howard Hjelm, Ronald Corwin, and Michael Bohleber assisted in planning the Conference and in getting the subsequent Study organized. Participation of the Bureau of Indian Affairs was arranged through Carl Marburger, then Assistant Commissioner for Indian Education and later to become Commissioner for Education of the State of New Jersey.

The National Conference called for a national fact-finding study, and stated the following guidelines for such a study:

1. Provide Indian leadership with systematic and objective information about the attitudes, aspirations and expectations of a cross-section of their peoples regarding education.

2. Provide Indian leadership and the officials of governmental and non-governmental educational agencies which serve Indian children with basic information to assist in planning more effectively for the educational needs of the Indian populace.

3. Provide governmental agencies with information for arriving at a more adequate basis for the allocation of demonstration and research funds for Indian education.

4. Provide base line data so that experimental and demonstration programs can be more adequately and systematically compared over time with each other and with current ongoing programs.

5. Systematically draw together, summarize and evaluate the results of past and current research on Indian education so as to articulate the results of those studies with current and future educational programs and research studies.

6. Not do much testing of school achievement or of intelligence. It was felt that enough information of this sort is already available.

7. Include an adequate cross-section of Indian children in the various kinds of school settings in which they are presently being educated. This should include Bureau of Indian Affairs schools, public schools and mission schools and should include schools located in various settings (e.g., reservations, rural non-reservation locales, and urban areas) and should include institutions of higher education and vocational as well as academic schools. This cross-section should include some representation of the various broad types of cultural patterns found among the over 300 Indian tribal groups located in various geographic regions of the nation. For this purpose it would seem that the major unit of study should be the school as a socio-cultural institution.

8. Probably involve in its field operations a number of research institutions located centrally to areas where sizeable numbers of Indians are located. The over-all planning, direction and coordination, however, should be located in a single research organization.

The major recommendation of the Conference, one that was supported unanimously in a resolution passed by the participants attending the concluding session of the Conference, was that Indian leadership must be involved in all the major decisions leading to the development and implementation of such a study. Indian leadership should have a major voice in selecting the director of the study and auspices under which it is conducted. It was further recommended that the mechanism for involving Indian leadership in this decision-making process should be the National Indian Education Advisory Committee recently established by Assistant Commissioner for Education, Bureau of Indian Affairs, and representing the leaders of 17 major tribal groups. There was also general agreement that Indians should be involved in the study in the following ways:

a. engaging to the fullest extent possible, Indians who are professionally trained researchers in the design and direction of the study;

b. training and utilizing Indians to the fullest extent possible in data collection and analysis;

c. presenting the research results in such a manner as to be of maximum use to Indian leadership in the development of educational policies for Indians and in recommending more effective educational programs to serve Indian peoples.

The U.S. Office of Education offered to finance the study under its Basic Research Program.

An Advisory Committee of the National Conference was appointed, with power to select a director in consultation with USOE officers. This Committee consisted of the following:

Wendell Chino, Chairman, National Indian Education Advisory Committee
Vine Deloria, National Congress of American Indians
Flore Lekanof, Alaska Federation of Native Association
Melvin Thom, National Indian Youth Council
James Wilson, Indian Division, United States Government, Office of Economic Opportunity
Herbert Aurbach, Coordinator of the National Conference, Pennsylvania State University
Ozzie Simmons, Professor of Sociology, University of Colorado
Edward Spicer, Professor of Anthropology, University of Arizona
Sol Tax, Professor of Anthropology, University of Chicago

Through this Committee and the staff of the U.S. Office of Education, Professor Robert J. Havighurst of the University of Chicago was asked to become Director of the proposed Study and to work out the plan for the Study.

Professor Havighurst then worked during the autumn of 1967 to design the Study. This design was accepted by the U.S. Office of Education with a budget totalling $515,000. From January to September, 1968, the plans for the Study were worked out, so that field work could commence in the autumn

Design of the Study

of 1968. Mr. Havighurst conferred with Indian leaders, with university professors and researchers who were interested in Indian education, and with officials of the State Departments of Education in states where there were large numbers of Indian students.

Advisory Committee

During this period an Advisory Committee was appointed, to advise Mr. Havighurst and the staff concerning the conduct of the Study and concerning the final report with recommendations.

This Committee condisted of six Indians and six non-Indians who are interested in education and Indian affairs. The Indians on the Committee are delegated from the National Indian Education Advisory Committee to the Commissioner of Indian Affairs, and they in turn are representatives of various Indian organizations--national and tribal.

Members of the Advisory Committee to the National Study are:
Daniel Honahni, Education Coordinator, Hopi Tribal Council
Ronnie Lupe, Chairman, White Mountain Apache Tribal Council
Domingo Montoya, Chairman, All-Pueblo Council
Melvin Thom, Walker River Paiute Tribal Council
James Wilson, Indian Desk, U.S. Office of Economic Opportunity
John Woodenlegs, Chairman, Tribal Council of the Northern Cheyenne, Lame Deer, Montana
Robert L. Chisholm, Superintendent, Albuquerque Public Schools
Leslie Dunbar, Executive Director, The Field Foundation
Mary Kohler, Director, National Commission on Resources for Youth
Edward Spicer, Professor of Anthropology, University of Arizona
Sol Tax, Professor of Anthropology, University of Chicago
Ralph W. Tyler, Director Emeritus, Center for Advanced Study in the Behavioral Sciences

At a meeting of the Advisory Committee in June, 1968, the broad outlines of the National Study were formulated. To this meeting came Field Center Directors from the University of Colorado, University of Arizona, and San Francisco State College, who had agreed to work on the Study.

The Study was tentatively formulated to consist of two aspects:

1. An Extensive Survey Study, to summarize the present status of the Education of American Indians.

2. An Intensive Field Study, to operate from September, 1968 to the end of 1969, with further data analysis and a final report to be completed in 1970.

The field study would be carried through by working groups located at six universities in addition to the Central Staff at the University of Chicago. The six universities and their Research Directors were chosen during the planning period. They were:

University of Arizona--John H. Chilcott
University of Colorado--Gottfried Lang and Bryan Michener
San Francisco State College--John Connelly
University of Minnesota--Arthur Harkins
North Carolina State University--J. Gregory Peck
Oklahoma State University--Larry Perkins

The research work at these Centers would be financed through subcontracts or allocations of funds from the University of Chicago, which would receive the prime contract from the U.S. Office of Education for the Study.

In addition to the field research it was decided to seek out and support a few self-studies to be made by Indian communities of their educational needs and problems. This self-study process should be evaluated as a method of improving Indian education, and the self-studies would also feed information to the research staff concerning the particular communities which made the studies. It proved more time-consuming than had been anticipated to arrange for such studies, and only three were actually carried out. They were quite varied, and produced useful information. They are:

A Self-Study Conference on the White Mountain Apache Reservation, at Whiteriver, Arizona, April 11, 1969.

The collection and organization of information on the history and culture of the Quinault Indians of the Olympic Peninsula of Washington, to serve as a basis for a school course on tribal history and culture, Taholah, Washington.

A set of parent conferences on the educational needs and problems of Lumbee Indians in Baltimore, held in the winter-spring of 1970.

Other Sources of Data for the Study. In addition to the data actually produced in the field study, and to the Extensive Survey, there are other important sources of data. One is the Survey of Research on Indian Education made by Professor Brewton Berry of the Ohio State University, and completed in February, 1968. Another is the series of Hearings held by the U.S. Senate Subcommittee on Indian Education and published in seven volumes, together with a final committee report entitled Indian Education: A National Tragedy--A National Challenge which was published in November, 1969. There were also several important research studies on Indian Education completed in 1967-69, which became available to the staff of the National Study. These sources have been used in a number of the papers prepared by staff members during the course of the National Study.

Planning the Field Research

The field research was planned at a two-week research conference in Boulder, Colorado in August, 1968. The major decisions made at the time were:

Design of the Study

1. To study intensively the educational systems of 25 to 30 communities, selected so as to include the larger tribal groups and the various types of schools attended by Indian children, including schools in cities where Indian and white children are together.

2. The field work would be done by a team consisting of 2 to 5 persons who would spend 10 to 15 person-weeks in each community. They would make arrangements in advance with the leaders of the community and the director of the schools, and do the following:

a. Collect information on a sample of pupils, probably in grades 1, 5, 8 or 9, and 11-12.

b. Interview the sample of pupils to learn about their vocational goals, their feelings about the school, their attitudes toward the local community and the larger society, etc.

c. Observe systematically in the school.

d. Interview parents of the sample of pupils, to learn about their attitudes toward the school, their expectations about the careers of their children, etc.

e. Interview local community leaders concerning their expectations of the school, their view of the future of their community and the ways by which the school does or could serve effectively.

f. Interview teachers to learn their attitudes toward their jobs and their expectations of what Indian children should learn.

3. It was expected that the field work would be completed during the period from September, 1968 to June, 1969. Then the remainder of 1969 would be available for analysis of the field data, writing of final Technical Reports, and reports back to the communities that were studied.

The Sample of Communities and School Systems

The sample had to be chosen so as to get a reasonably good geographic spread and to include the most numerous Indian tribes. It was also desirable to include the four major types of schools for Indian youth--public day schools, Bureau of Indian Affairs Day Schools, BIA Boarding schools, and Mission Schools.

Another consideration was the degree of contact between the Indian community and the surrounding white community; and another was the "strength of the Indian voice" in the administration and policy-making of the school system.

Three Field Centers with the largest field assignments sought to get representative examples of the various kinds of schools--Colorado, Arizona, and San Francisco State.

The schools and communities actually studied are listed in the following table, in categories that refer roughly to degree of contact between Indians and whites in the school and community.

GROUPING OF SCHOOL SYSTEMS FOR PURPOSES OF ANALYSIS

We want to compare groups of schools with the data that we have collected. To do this, we propose to make some hypothetical groupings and to compare them.

The principal basis for these groupings is the degree of exposure of children to the modern industrial society.

The data for these groupings consist of such facts as the following:
Distance from major urban and employment centers.
Educational level of the parents.
Language spoken in the home.
Quantum of Indian ancestry
Proportion of non-Indian children in the school.

When these criteria are used, we may get the following seven groups of schools.

1. Urban with low proportions of Indian students, up to 25 percent Indian

	Grades	Percent Indian
Baltimore Elementary and Secondary Schools.	K -12	1 - 5
Chicago Elementary and Secondary Schools.	K - 12	1 - 5
Minneapolis Elementary and Junior High schools.	K - 9	6 - 22

2. Rural and Small City with low proportions of Indian students, up to 25 percent Indian

Red Wing (Minnesota) Elementary & High Schools.	K - 12	1 - 5
Cut Bank (Montana) Elementary & High Schools.	K - 12	7 - 8
Shawano Senior High School (Wisconsin)	9 - 12	16
Shawano Junior High School	6 - 8	25
Pawnee (Oklahoma) Elementary & High School	1 - 12	19
Moclips (Washington) Junior & Senior High School	7 - 12	20
Ponca City High School (Oklahoma)	7 - 12	5

3. Rural and Small City with proportions of Indian Students between 30 - 70 percent Indian

Hoopa Elementary School (California)	K - 6	57
Hoopa High School	7 - 12	33
Neah Bay Elementary & Secondary School (Washington)	1 - 12	66

4. Rural and Small City with proportions of Indian Students, 70-100 percent Indian

Cheyenne--Eagle Butte (South Dakota)	K - 12	80
Browning (Montana) Elementary and Secondary School	K - 12	83-88
Keshena (Wisconsin) Elementary	1 - 5	95
Todd County (South Dakota) Elementary & Secondary School	1 - 5	95
St. Joseph (Wisconsin) Elementary	1 - 8	100
Neopit (Wisconsin) Elementary	1 - 5	100

	Grades	Percent Indian
4. Rural and Small City with proportions of Indian Students, 70-100 percent Indian (continued)		
Magnolia (North Carolina) Elem. & Secondary	K-12	100
Pembroke (North Carolina) Elem. & Secondary	1-12	95
Ponca City (Oklahoma) White Eagle Elementary	1-6	100
5. Relatively Modern but essentially Indian communities		
Taholah (Washington) Elementary	K-6	100
Laguna-Acoma (New Mex.) Jr. & Sr. High Schools	7-12	80
Tuba City (Arizona) High School	9-12	95
Angoon Elementary (Alaska)	1-8	100
Fort Thomas (Ariz.) Elementary & Secondary	1-12	100
Pima Central & Blackwater Elementary (Arizona)	1-8	100
Indian Oasis (Ariz.) Elementary & High Schools	1-11	100
6. Isolated and relatively non-acculturated Indian communities.		
Cibecue (Arizona) Elementary	1-8	100
Topawa (Arizona) Elementary School	1-8	95
Hopi Second Mesa (Arizona) Elementary	K-6	100
Bethel (Alaska) Elementary and High Schools	K-12	90
7. Boarding Schools (High to Low Acculturation)		
St. Francis (South Dakota) Mission	K-12	100
Phoenix (Arizona) Indian School	7-12	100
Flagstaff Dormitory (Arizona)	3-12	100
Chemawa (Oregon) Boarding School	9-12	100
Theodore Roosevelt (Arizona)	3-8	100
Shonto (Arizona)	3-8	100

Nature of the Field Research

The field research was planned during the summer of 1968, culminating in a two-week workshop at the University of Colroado in Boulder. The field center directors and most of their research staff worked with the Chicago staff and with several consultants.

In accordance with the guidelines proposed by the National Workshop, and with the over-all plan adopted in conference with the Advisory Committee, the field research was planned to secure the following kinds of data in each of the communities that were studied:

Community Background Data, based on previous studies, and on observation by field research staff.

Observation of the school, and its relation to the community, by field research staff.

Interviews with students, parents, teachers, and influential persons in the community.

Data from social-psychological questionnaires on attitudes, from students and teachers.

Data on mental alertness, with the Draw-a-Man Test, for younger students.

The directions for the field work were worked out at the Boulder Workshop. This included interview schedules and questionnaires, procedures for sampling, etc. A Manual for Field Workers was produced at that time, and is included in an appendix.

It was agreed that the research instruments and the field-work procedures should all be given a thorough try-out before they were put into final shape. The try-out period was the autumn and early winter of 1968-69. Some centers did as much as one-third of their field work during this initial period, while others barely got started.

A second research conference was held at Tucson, Arizona, during the week of January 1, 1969. At this time the final decisions were made concerning field work, interview schedules and questionnaires were revised, and some tentative plans were made for analysis of the field data.

At this time it was decided to emphasize the study of Indian students in big cities more than had been originally intended. A conference on urban Indian education was scheduled for Minneapolis in April, 1969, and plans were made to work intensively in Minneapolis, Baltimore, and Chicago.

Conduct of Field Work

Field work was pushed vigorously from January to August of 1969, and was virtually complete by the latter date, except for some final clean-up operations and for feed-back to some of the communities, which was scheduled for the autumn of 1969.

At the close of the first week in September, 1969, a Research Conference was held in San Francisco. Summary reports were made on the field work. Several major preliminary research papers were presented and discussed. Plans were made for completing the data analysis. A sub-committee drew up an outline for a Monograph on the Education of Urban Indians.

Adequacy of the Sample

The questions of the degree of representativeness of the sample of communities and of the samples of students, parents, teachers, and influential persons must be asked and answered clearly. It is well known that most studies of American Indians have been made with very little attention to the technical problems of sampling. In some cases all the children or adults in certain categories in a community have been studied, thus avoiding the need to draw a representative sample. But there remains the question whether the one or few communities so studied were representative of Indian communities generally.

A research paper is being written on the matter of the sampling in the National Study. It is clear that the Study does not deal with a representative sample of Indian communities, although it deals with a range of types of communities, which affords some basis for generalization.

Within the chosen communities, a serious effort was made to get representative samples of the persons who were studied, with some success, but not complete success, as will be shown in this paper.

It can be claimed that this Study is based on the most adequate sample of Indian people that has ever been studied with some intensity; except for certain studies that were limited to educational achievement.

Analysis of Data

Data analysis had been discussed in some detail at the Tucson conference, especially the use of rating scales to quantify the data from the interviews. Teams of staff members worked out the preliminary rating scales at Tucson. Staff members at Chicago took responsibility for applying the rating scales to sample interviews, and for refining the scales. They worked with one or another field center team on one or another type of interview. During the spring and summer the rating scales were put into definitive shape and given to the Centers for their use.

Since the interviews were read and rated by researchers from the several field centers, and since it was desirable to compare the results from the various types of schools, it was necessary to establish the equivalence of the rating procedure as it was practiced by the several research teams. The procedure for doing this has been described in a research paper.*

The ratings by the various teams of researchers are nearly enough equivalent to permit reliable comparisons.

Other forms of data analysis proceeded in terms of the special interests and capabilities of various staff members. The Chicago staff generally took the lead, since it had a minimal field-work load, and was mainly responsible for coordination and data analysis. The Chicago staff took responsibility for scoring all the Draw-a-Man Tests, for scoring most of the Student Inventories and analyzing the data, and (with the Colorado Center) for scoring and analyzing the Teacher Questionnaires.

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*Robert J. Havighurst, The Cross-Center Equivalence of Interview Ratings. Final Report No. III

ERIC

Personnel Engaged in the Research--The Indian Representation

The strong recommendation of the National Research Conference in 1967 called for a maximum participation of Indians in the conduct of the Study. This view was shared by the Director and all of the Field Center Directors, and they exerted themselves to secure Indian staff workers. The Personnel Analysis in the Appendix reports the number of people engaged in various roles, and identifies those who were Indians. The largest number of Indians were employed as interviewers and interpreters in the various communities. One of the Field Directors was an Apache Indian. Four of the field research assistants were Indians--all graduate students in anthropology or education. A larger number of research analysts and of secretarial assistants were Indians.

To this writer's knowledge, no previous study of this size and scope has had as large a proportion of Indian researchers. However, it seems probable that future studies will be conducted more completely by Indians, since the number of scientifically trained Indians is now increasing rapidly.

Conclusion of Formal Work by Field Centers, and Organization of Data Analysis and Preparation of Recommendations

The Field Centers all concluded the formal arrangements and agreements with the Study at the end of December, 1969. Their financing had come through the University of Chicago, which held the prime contract with the U.S. Office of Education. The Field Centers presented Final Technical Reports, which are being used in the process of preparing the Final Report and Recommendations of the Study.

A four-day conference was held in Tucson, January 19-22, 1970 to finish up the Final Technical Report Process, and to structure the work of final analysis, discussion of findings, drawing up of conclusions and recommendations. The Field Center Directors took the lead in this conference, making tentative evaluations of their own field research, and discussing possible conclusions and recommendations. Most of them remained active in the final phase of the Study, in 1970, as Consultants of the Study, and as scientists writing up some of their own field research for publication.

Final Phase of Analysis, Conferences, and Conclusions and Recommendations

The final phase of the Study started in January, 1970, and runs through the calendar year of 1970. This has five parts:

a. Systematic analysis of the field research data, with conclusions about the quality of education in the schools studied.

b. Conferences of Field Center Directors with Advisory Committee on the conclusions and recommendations of the Study.

c. Conferences of Chicago and Field Center staff with Indian leaders and with other interested citizens, to discuss tentative findings of the Study.

d. Writing the conclusions and recommendations of the Study.

e. Writing a substantive Final Report of the Study. This will consist of six series of papers and monographs which are being disseminated through the ERIC (Educational Research Information Clearinghouse) at the New Mexico State University (Las Cruces).

The Series are:

I. Community Backgrounds of the School Systems Studied.

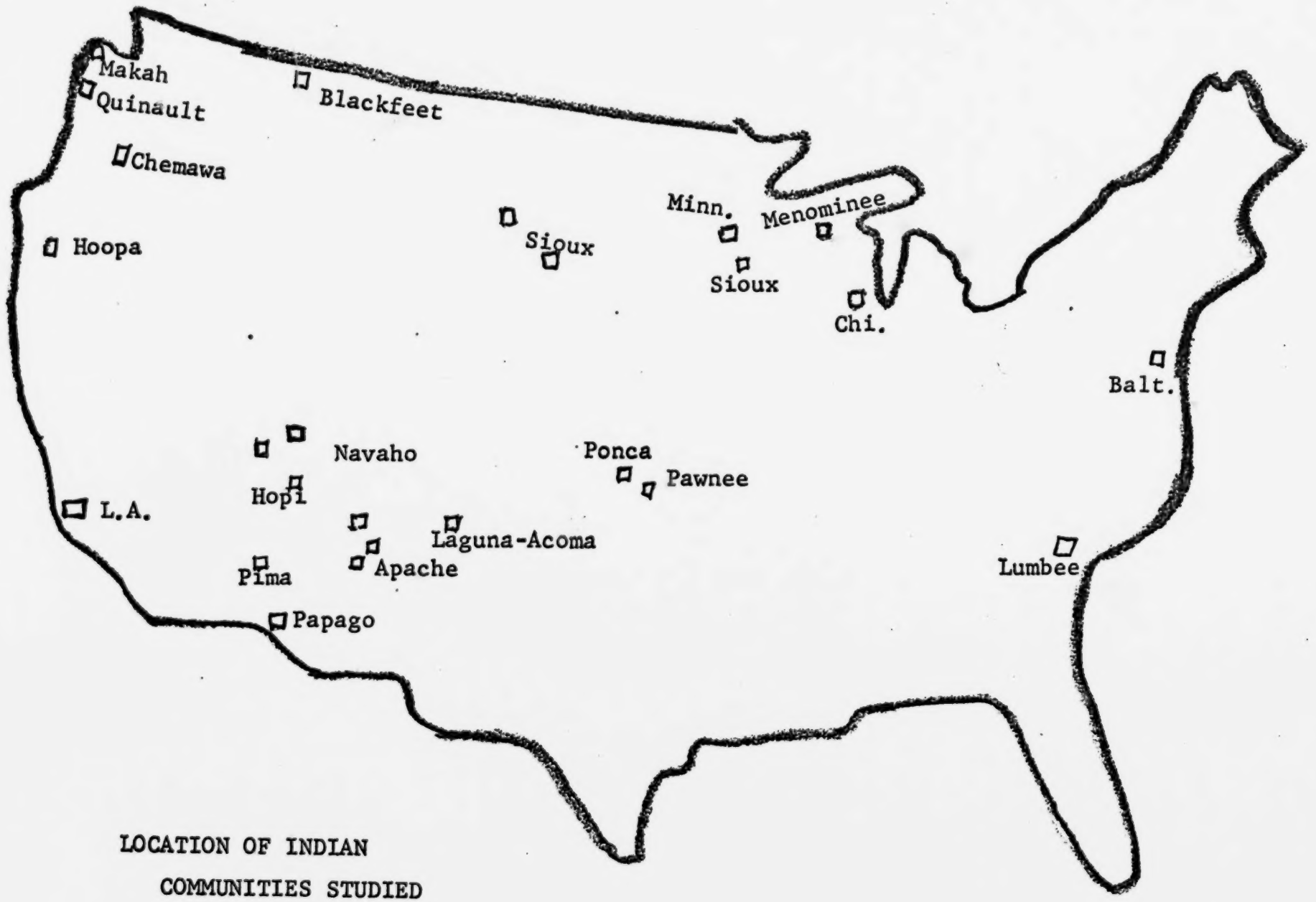
II. Education of Urban Indians

III. Assorted Research Papers

IV. Education of American Indians: Substantive Reports

V. The Status of American Indian Education: 1969.

VI. Recommendations for the Education of American Indians



LOCATION OF INDIAN
COMMUNITIES STUDIED
IN NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

LOCATION OF ALASKAN COMMUNITIES STUDIED
IN THE
NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

APPENDIX. PERSONNEL ENGAGED IN THE STUDY

CHICAGO OFFICE

Director--Robert J. Havighurst

Associate Director--Estelle Fuchs

Associate Director - Extensive Survey--Herbert A. Aurbach

Research Associate - Extensive Survey--Gordon Macgregor

Research Assistants

Bruce Birchard
Philip Dreyer
Kay Levensky
Camille Numrich
George Scott
John K. White
Gary Witherspoon
Carol Ziegler

Research Analysts

Alice Carnes
Dickson McLean
Adriana Risemberg
Rose Marie Ward
Martha T. Wilbon

Secretarial Staff

Mabel Frazier
Edythe M. Havighurst
Susan Power
Ellanor White

UNIVERSITY OF ARIZONA

Center Director--John H. Chilcott

Field Director--Ned Anderson

Research Assistants

Samuel Billison

Velma Garcia

Margaret Knight

Waldron Smith

Research Analysts

Dessa Hummer

Robin Sterling

Secretarial Staff

Barbara Aguiar

Margaret Bevan

Cecelia Henig

Kathleen Jones

Mary Ann Jones

Margaret Orr

UNIVERSITY OF COLORADO

Center Director--Gottfried O. Lang

Associate Director--Bryan P. Michener

Research Assistants

Theodore Humphrey
Georg Krause
Wolfgang Mueller

Research Analysts

Judy Armstrong
Roger Cochran
Victoria Harnish
Susan Koeppen
Johanna Lang
Charles Manz
Rita Norton
Martha Rees
Phil Soper
Catherine Tierney

Field Research Assistants

David Bald Eagle
Mrs. Norman Bennet
Seth Big Crow
Mrs. Juanita Colombe
Mrs. Eli David
Frank David
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Alvin Horse Looking
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Susan Berardini
Roberta Delegard
Susan Fairer
Myra Putnam

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Assistant Director--Karon Sherarts

Field Research Assistants

Frank Buehner

Bob Egli

Kaye Goergen

Judy Hammond

Dorothy Hayes

Olive Herder

Chris Leith

Geri Lia Braaten

Mary Martin

Verna Miller

Chantel Otradovec

Pat Parkhurst

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Myrna Penass

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Liz Skeba

Mary Carol Wallace

Francis Walker

Lucille Waukeschon

Louise Wayka

Regina Webster

Janice Weso

Ramona Wheelock

Mary White

Sue Wikse

NORTH CAROLINA STATE UNIVERSITY

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Assistant Directors--Robert Birchfield
Mrs. Kolman R. Hettleman

Research Assistants

William Dubrick
Mrs. Janet Nickerson
Allison Pittman
Cathryn Price
Mrs. Lewlee Sawyer

Field Research Assistants

Mrs. Berna Barton
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Larry Chavis
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Harry Locklear
Herbert Locklear
Thurl Locklear
Zeb Lowery
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Mrs. Mattie Thatcher

Secretarial Staff

Jennifer Austin
Mrs. Irma Barbour

SAN FRANCISCO STATE COLLEGE

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Research Associates--Ray Barnhardt
John Collier, Jr.
James Myers

Research Assistants--Carole Barnhardt
Charles McEvers

Secretarial Staff--Nancy Lee
Carol Stocks

OKLAHOMA STATE UNIVERSITY

Center Director--Larry M. Perkins

Research Assistant--Arrahwannah Moreland

Research Analysts--Terry Bixler
Mary Gilbert
Mr. Sanders

The National Study of American Indian Education

SUMMARY OF PERSONNEL

Role	Number	Number of Indians
Center Director	7	0
Associate	3	0
Field Director	8	1
Research Assistant		
Arizona	4	2
Chicago	8	2
Colorado	3	0
Minnesota	2	0
North Carolina	5	0
Oklahoma	1	1
San Francisco	5	0
	28	5
Field Research Assistant		
Arizona	40	40
Chicago	4	4
Colorado	14	14
Minnesota	27	17
North Carolina	15	15
	100	90
Research Analyst		
Arizona	2	0
Chicago	5	0
Colorado	10	0
North Carolina	2	0
Oklahoma	3	0
	22	0
Secretarial Staff		
Arizona	6	2
Chicago	4	1
Colorado	4	0
Minnesota	1	0
North Carolina	2	0
San Francisco	2	0
	19	3
TOTAL	187	99

DESIGN OF THE STUDY

Appendix

Manual for Field Workers

September, 1968

Part I. General Statement

The purpose of this research is to provide Indian people and their leaders, and also educational authorities at federal, state, and local levels, with systematic and objective information about the schools that serve Indian children. It is expected that this information will be obtained and organized in a way that will lead to better education for Indian children.

There are several aspects or phases of the National Study. Of special importance is the community self-study which we expect will be made in several communities and will report what Indians in several communities want in the way of schooling for their children. That aspect of the study is not covered in this manual.

This manual deals entirely with the Study of Schools and Students. This Study will be made by staff members of several universities, through the collaboration of anthropologists and educationists. Indians have been involved in the planning of the Study, and Indian personnel will be employed as far as possible in the field work and analysis of data.

The Study of Schools and Students is aimed at describing and analyzing schools attended by Indian students. Just how are these several kinds of schools organized and administered? How do the staff members perceive these schools? How do community leaders and parents perceive these schools? How do students perceive these schools as they affect their lives?

No simple answers can be given to these questions because there are several different types of schools and the schools of any one type differ among themselves in important ways. Such differences should be reported in the Study.

Back of the Study lies the pervasive fact that Indian children have been educated in a special kind of school, a kind which is unusual in the USA. This school is operated by an agency that is not responsible to the local community of parents and citizens.

The special relationship of most Indians to the federal government precluded their having much voice in the schooling of their children. It was not only that most Indians were poor--and poor people seldom have much power over the institutions that serve their children. The Indians were in a special category--to be treated as wards of the federal government with a kind of paternalism--benevolent at its best--which did not encourage them to become self-determining in important parts of their socioeconomic and political life.

This special relationship of Indians to the federal government is changing.

Indians are getting more and more power over the conditions of their lives. They are getting more power over the schooling of their children.

The growing power of the Indian voice in determining the schooling of Indian children is a basic consideration in the selection of schools to be studied. The sample of schools will represent all levels of Indian power and influence in the conduct of education.

Purposes of this Manual

The purposes of this manual are:

1. To present the broad goals of the Study of Schools and Students.
2. To describe the variables to be studied in the field research.
3. To describe the procedures or instruments to be used to measure these variables.
4. To describe the procedures for sampling the people to be interviewed in the research.
5. To serve as a training instrument for the field research staff.
6. To help all field research personnel to achieve similar aims and expectations concerning the research.

The Schools in the Study

There will be about 25 schools or school systems to be studied. They will be selected so as to get a range of types and settings, as indicated in Table 1.

Part II. Overview of a Typical Field Study

The Community Background

Simple ecological sketch. Map of the community. Its economic base. Its population structure. Ethnographic data.

The Indian voice in the school system. Summary of participation and influence of Indians in policy-making and operation of the system.

Indian personnel. Summary of numbers and functions of Indian personnel in the system.

Description of the School System

Enrollment data. Age-grade-sex distribution.
Ethnic composition of the student body.
Administrative structure and organization
The curriculum. Courses offered in high school. Type of language-arts program from Beginners Class onward.
Physical description of the school. Educational and recreational facilities.

Observation of School System

Classroom observations
Observation of interaction of Students in and out of classroom
Interaction of students with staff
Interaction of staff within the system.

PROCEDURES FOR FIELD STUDY

The procedures and methods will be decided upon by the Field Directors during the next two months. They will probably fit the following general scheme.

A. Relations of the school to the community

Information based mainly on interviews with community members and staff members. Such questions as the following will be asked, directly or indirectly.

To what extent does the school have community sanctions back of it?
What kinds of sanctions for school activities exist in the community?
Do different sub-groups in the community desire and sanction different functions of the school?
What has been the history of relations of the school to tribal culture?

B. Relations of the school to the students

Information based mainly on interviews with students and staff members and parents of students. Also a few social-psychological instruments will be used.

Does the school equip the students for life within the tribal culture? How or how not?
Does the school equip the student for earning a good living, within the Indian community or outside of it? How or how not?
Does the school provide role training for adult participation in community life? How?
Does the school increase respect for and understanding of the Indian culture, or does it alienate the student? How?
To what extent does the school contribute to a comfortable bi-cultural adaptation of the student?

C. Perceptions of the school

The relations of school to student and to community will be studied largely by gaining information on the perceptions of the school system by various kinds of people--staff, students, and community members. This means that methods must be devised to secure and to register these perceptions. It also means that people filling certain roles are the ones whose perceptions must be obtained and registered.

People to be Studied

Role	Method
Staff	
Director of School	Interview
Classroom Teachers	Observation and Interview
Dormitory Personnel	Observation and Interview
Auxiliary Personnel	Interview

People to be Studied (cont'd)

Role	Method
Influential Citizens	
Board of Education Members	Interview
Education Committee	Interview
Leaders of Parents	Interview
Members of Tribal Council	Interview
Parents of Students	Interview
Groups of Adults	
Teachers as a group	Group Conference
Social groups of adults	Observation
Parents Associations and other Meetings	Observation
Students	
In classrooms, grades 1, 5, 8, 12	Observation with a Record Form
In social situations	Anecdotal reports and summaries of observations
Individual students	Interview and administration of social psychological instruments.

Adaptation to a Particular School and Community

The procedure will have to be adapted for use in Boarding Schools, in urban centers (Chicago), and in schools which do not have the full 12 grades. Guidance in this matter is given by two memoranda:

Sampling Procedures in the Study--September 2, 1968
Priorities for Field Collection of Data--August 30, 1968

INSTRUMENTS TO BE USED

For Study of School in Community

General School Setting. Guide A.

Observational Schedule for Community and School Culture. Guide B

Interviews

Schedule for Influential Persons Involved in Indian Education
Guide for Interviewing Administrators
Guide for Group Discussion with Teachers
Schedule for Dormitory Personnel
Schedule for Teacher Interview

Instruments to be Used
(continued)

Observation

Guide for Dormitory Observation
Guide for Observation of Social Interaction in Classroom and Schoolground
Classroom Atmosphere Ratings: Guide and List of Dimensions to be Rated
Classroom Observation

Social-Psychological Instruments

Teacher Questionnaire: Parts A, B, and C
Teacher Diary focussed on Social Life Space

For Study of Students and Parents

Sampling Procedure. See memorandum of September 2 on Sampling Procedures. Draw sample at random from grades 1, 5, 8, 11-12. Sample not to exceed 50 (25 boys, 25 girls) in each grade. If school is small, take pupils at the four age levels.

For parents, draw random sample of parents of children in sample, half male and half female, if possible. Get ten interviews at least with parents of 1st graders, and ten at least with parents of 8th graders.

Interview with Students of Grades 5, 8, 11-12. Interview Schedule.

Student Inventory for Students of grades 5, 8, 11-12.

Self-concept
Relations with family, friends, teachers
Semantic Differential

Student Aptitude

Draw-a-Man Test (Grades 1 and 5)

Interview with Parents. Interview Schedule

Record Forms

Code for Identification of Subjects
Face Sheets for Students, Parents, Teachers

Table 1

CHARACTERISTICS OF SCHOOL-COMMUNITIES IMPORTANT IN SELECTING SCHOOLS TO BE STUDIED

Type of School	Region				Proportion of Indian Students		
	Northwest	Southwest	Plains	Other	High	Med.	Low
BIA Day							
BIA Boarding							
Public Day							
Public Bordertown							
Mission Day							
Mission Boarding							
Tribal Council Day							
Tribal Council Boarding							
Big City Day							

Note: The dimension of Indian Control or Indian Influence is of basic importance, and shown below.

Type of School	Amount of Indian Influence		
	High	Medium	Low
Tribal Council Contracting with BIA	X		
BIA with strong Tribal Committee		X	
Public with Indian School Board	X		
Public with Some Indians on School Board		X	
Public with No Indians on School Board			X
BIA with little or no Indian Influence			X
Mission			?
Big City Public			X

NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

APPENDIX

NO. OF INTERVIEWS AND INSTRUMENTS REPORTED

Center	DAM	Student Inventory	Student Interview	Teacher Q'naire	Teacher Interview	Parent Interview	Influential Person Interview
Arizona							
Papago	60	66	44	29	11	15	
Pima	73	0	37	8	3		8
Apache							
Ft.Thomas,Cibecue	190	88	73	23	16	31	1
T. Roosevelt(B.S.)	42	93	43	10	8	0	2
Flagstaff(B.S.)	7	29	40	0	0	0	0
Phoenix (B.S.)	0	108	53	11	12	0	0
Pueblo							
Hopi Second Mesa	86	18	19	3	5		2
Laguna-Acoma	0	109	39	17	9	17	5
Tuba City	0	86	48	11	10	8	9
Total	458	597	396	112	74	71	27
Colorado							
Blackfeet							
Browning	60	108	154	50	16	33	18
Cut Bank	34	32	41	9	9	16	2
Sioux							
St.Francis(B.S.)	22	81	103	16	19	23	3
Todd County	29	77	144	53	10	28	5
Cheyenne Eagle Butte	30	111	143	51	11	36	13
Navajo							
Shonto(B.S.)	60	75	88	31	9	38	7
Total	235	484	673	210	74	174	48
Minnesota							
Redwing	14		19	45	40	7	14
Menominee							
Keshena, Neopit, St.Joseph	269	29	151	12	25	98	20
Shawano	0	151	173	40	46	43	
Minneapolis	61	48	71	35	33	43	12
St. Paul	51	0	44	16	9	13	0
Total	395	228	458	148	153	204	46

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APPENDIX

NO. OF INTERVIEWS AND INSTRUMENTS REPORTED

Center	DAM	Student Inventory	Student Interview	Teacher Q'naire	Teacher Interview	Parent Interview	Influential Person Interview
North Carolina							
Baltimore	0	58	58	0	5	51	0
Robeson County							
Magnolia	100	127	159	13	13	40	4
Pembroke	77	113	165	17	21	39	4
Total	177	298	382	30	39	130	8
Oklahoma							
Pawnee	30	31	38	8	14	13	2
Ponca							
White Eagle	16	10	12	2	3	4	1
Ponca City	0	30	38	5	7	7	1
Total	46	71	88	15	24	24	4
San Francisco							
Taholah							
Taholah El.	28	55	17	7	7	6	8
Moclips	0	97	40	14	7	11	3
Neah Bay	18	111	25	15	13	19	18
Chemawa (B.S.)	0	42	100	34	14	0	0
Bethel	121	24	55	37	26	21	18
Angoon	40	34	26	8	7	21	0
Hoopa	28	76	76	10	10	17	7
Total	235	359	339	125	84	95	54
Chicago							
Chicago Schools	108	115	86	19	20	37	3
GRAND TOTAL	1654	2152	2422	659	468	735	190